

# TEXAS HIGHER EDUCATION COORDINATING BOARD



*September 1, 2020*

## **Response to formal request for information**

### **House Committee on Higher Education**

**Interim Charge 1:** Monitoring implementation of HB 1638 (85th Legislature) and SB 25 (86th Legislature)

## **STATEWIDE GOALS FOR DUAL CREDIT (HB 1638, 85TH LEGISLATURE)**

The 85th Texas Legislature approved HB 1638, relating to the development of statewide goals for dual credit. The legislation required the Coordinating Board and the Texas Education Agency (TEA) to collaboratively develop statewide goals for dual credit programs in Texas. Through a collaborative process between Coordinating Board and TEA staff, the goals were developed and shared with independent school districts (ISDs) and higher education stakeholders. These goals provide guidance to institutions of higher education (IHEs) and ISDs on components that must be in place to ensure quality dual credit programs are provided to Texas high school students. These statewide goals address enrollment in and acceleration through postsecondary education, performance in college-level coursework, and strong academic advising.

All dual credit programs are required to establish a memorandum of understanding (MOU) between the IHE and ISD that details the terms of the partnership. HB 1638 requires that on or after September 1, 2018, any new, revised, or renewed dual credit MOU or articulation agreement must include the following:

- A description of how the goals of the dual credit program align with the statewide goals;
- A course equivalency crosswalk or other method of equating high school courses with college courses that identifies the number of credits that may be earned for each course completed through the dual credit program;
- A description of the academic supports and guidance that will be provided to students participating in the dual credit program;
- A description of the ISD and IHE respective roles and responsibilities in providing for and ensuring the quality and instructional rigor of the dual credit program; and
- A description of the sources of funding for dual credit courses offered under the program including, at a minimum, the sources of funding for tuition, transportation, and any required fees or textbooks for students participating in the dual credit program.

On or after September 1, 2018, and each subsequent year, all dual credit MOUs, regardless if new, revised, or renewed, must be posted each year to the ISDs and IHEs respective websites.

Part of Governor Abbott's charge to the [Tri-agency Workforce Initiative](#), which consists of the Commissioners of the TEA, the Coordinating Board, and the Texas Workforce Commission includes a call to strengthen dual credit offerings and creating clear pathways toward credentials of value for dual credit students. This work is directly tied to the goals and intent of HB 1638.

## THECB & TEA DEVELOPED STATEWIDE DUAL CREDIT GOALS

**Goal 1:** *Independent school districts and institutions of higher education will implement purposeful and collaborative outreach efforts to inform all students and parents of the benefits and costs of dual credit, including enrollment and fee policies.*

- **Measures of Implementation:** Documentation summarizing collaboration and outreach efforts of institutions of higher education and secondary school partners will be readily available and posted.
- **Examples of items to include in documentation:**
  - Collaboration between ISDs and IHE partner(s) to host informational sessions for students and parents on dual credit opportunities, benefits, and cost
  - ISD and IHE dual credit webpages reflect the most current dual credit program
  - information including enrollment and fee policies
  - Hosting dual credit 101 sessions for high school counselors
  - Collaboration between ISDs and IHE partner(s) on a marketing campaign

**Goal 2:** *Dual credit programs will assist high school students in the successful transition to and acceleration through postsecondary education.*

- **Metric:** Analysis of measures in enrollment in and persistence through postsecondary education disaggregated by student sub-population.
- **Examples of items included in analysis:**
  - Student enrollment in postsecondary after high school
  - Time to degree completion
  - Semester credit hours to degree

**Goal 3:** *All dual credit students will receive academic and college readiness advising with access to student support services to bridge them successfully into college course completion.*

- **Metric:** Analysis of measures in enrollment and degree completion, disaggregated by student subpopulation.
- **Examples of items included in analysis:**
  - Student enrollment in postsecondary after high school
  - Time to degree completion
  - Decrease in excess number of semester hours beyond required hours to degree
  - completion

**Goal 4:** *The quality and rigor of dual credit courses will be sufficient to ensure student success in subsequent courses.*

- **Metric:** Analysis of performance in subsequent course work.

## MEASURES TO FACILITATE THE TRANSFER, ACADEMIC PROGRESS, AND TIMELY GRADUATION OF STUDENTS IN PUBLIC HIGHER EDUCATION (SB 25, 86TH LEGISLATURE)

SB 25 authorized multiple measures to improve student transfer between Texas public institutions of higher education in Texas. The following provides a summary of implementation for actions required by the Coordinating Board.

### Report on Nontransferable Credit

SB 25 requires general academic institutions to provide annually to the Coordinating Board and the Legislature a report describing nontransferable credit for transfer students. Specifically, institutions are required to report any courses in the Lower-Division Academic Course Guide Manual for which a student who transfers to the institution from another institution of higher education is not granted:

- academic credit at the receiving institution; or
- if the student has declared a major and has not changed majors, academic credit toward the student's major at the receiving institution.

The report must indicate the course name and type, which institution of higher education provided academic credit for the course, and the reason why the receiving institution did not grant academic credit for the course.

Public community colleges are required to report courses taken by students who, during the preceding academic year, transferred to a general academic teaching institution or earned an associate degree at the college. The report must include the total number of courses attempted and completed at the college disaggregated by lower-division academic courses or workforce education courses, courses not in the recommended core curriculum, and dual credit courses. The first report is due no later than March 1, 2021.

### Implementation Update

**University report:** Through a collaborative process with a group of university representatives with expertise in several related areas, the Coordinating Board established a structure to implement the reporting requirement on courses that do not transfer or apply to a degree. The first submission will include the cohort of students transferring for the first time from a community or state college and enrolling in a university in fall 2020. Institutions should submit this report to the agency by November 1, 2020, and a full report to the Legislature is due March 1, 2021.

**Community college report:** The Coordinating Board already collects the data required to produce the community college report. The first report will be provided to the Legislature by March 1, 2021.

### Common Admission Application

The bill requires the Coordinating Board to include the ability for an applicant to indicate on the common admission application consent for an institution of higher education to share their application for admission with another institution if the applicant is denied admission to the preferred degree program.

### Implementation Update

The state's common application, ApplyTexas, now includes consent language to allow institutions to share student applications.

### **Filing of Degree Plan**

SB 25 changes requirements for filing of a degree plan and extends the requirement to dual credit students. Students enrolled in an associate or bachelor's degree program at an institution of higher education shall file a degree plan with the institution after the 12th class day but before the end of the semester or term immediately following the semester or term in which the student earns a cumulative total of 30 or more semester credit hours for coursework successfully completed. The cumulative total includes transfer courses, international baccalaureate courses, dual credit courses, and any other course for which the institution the student attends has awarded the student college course credit, including course credit awarded by examination. Students enrolled in dual credit coursework are required to file a degree plan not later than the end of the second regular semester or term immediately following the semester or term in which the student successfully completes 15 or more semester credit hours. If a student begins at an institution with more than 15 semester credit hours of dual credit, the student has until the end of the student's second regular semester or term to file a degree plan. The Coordinating Board is required to engage in negotiated rulemaking with institutions of higher education for the administration of this section. Changes related to the degree plan apply beginning with the 2019-2020 academic year.

### **Implementation Update**

The Coordinating Board convened a negotiated rulemaking committee of representatives from institutions of higher education (public universities, community and state colleges) to develop rules relating to filing of a degree plan as required by SB 25. The rules were posted for public comment and were approved by the Coordinating Board in a special called meeting on December 11, 2019.

### **Recommended Course Sequences**

The bill requires each institution of higher education to develop at least one recommended course sequence for each undergraduate certificate or degree program offered by the institution. Each recommended course sequence must include specific course information aimed to provide students with specific sequences in which courses should be completed. Institutions shall submit the recommended course sequences to the Coordinating Board and include them in course catalogs and on the institution's website. The Coordinating Board is required to engage in negotiated rulemaking for rules relating to course sequences. Course sequence requirements start with the 2021-2022 academic year.

### **Implementation Update**

Course sequencing requirements start with the 2021-2022 academic year and the Coordinating Board will seek nominations for the negotiated rulemaking committee in the next 30 to 60 days.

### **Study and Report on Core Curriculum**

SB 25 requires the Coordinating Board to conduct a study and make recommendations to the Legislature regarding the feasibility of implementing statewide meta majors in specific academic disciplines. An advisory committee consisting of representatives of community colleges and general academic institutions must be appointed by the Coordinating Board to assist in completing the study. A majority of members on the advisory committee must be representatives of a general academic institution at which at least 25 percent of students enrolled at the institution for the 2018 fall semester were classified as transfer students. The Coordinating Board is required to ensure balanced representation on the advisory committee with respect to regions of the state, institution mission type, university system affiliation, student enrollment, and accountability groupings.

The committee also must study and make recommendations to the Coordinating Board regarding the

effectiveness of the transfer of course credit between institutions for courses in the core curriculum. The study and recommendations must include an analysis of the efficacy of dividing the recommended core curriculum for each meta major into a general academic core curriculum and an academic discipline core curriculum, methods to ensure the transferability and applicability of courses in the two core curricula, and the potential inclusion of courses in the field of study curricula in the recommended core curriculum.

The advisory committee shall submit to the chairs of the higher education legislative committees a report on the advisory committee's progress each quarter. The final report with results of the study and any recommendations are due to the lieutenant governor, the speaker of the House of Representatives, and the standing legislative committees with primary jurisdiction over higher education on November 1, 2020.

### Implementation Update

Coordinating Board staff are currently engaging community college and university leaders in discussions on transfer policy with an informal transfer workgroup co-chaired by Jacob Fraire, President and Chief Executive Officer of the Texas Association of Community Colleges (TACC), and Dr. James Hallmark, Vice Chancellor of Academic Affairs, Texas A&M University System. A recent update on the work of the transfer workgroup is available [here](#).

In addition to the efforts of the informal workgroup, Coordinating Board staff are engaging with the Advisory Committee members and are in the process of gathering data on current efforts related to transfer. The data collected is intended to provide insight into institutions' processes for developing the Texas Core Curriculum and to share potential benefits and challenges of developing state meta majors as part of the Texas Core Curriculum. Although the COVID-19 public health emergency has delayed the Coordinating Board's timeline for implementation, staff currently expect to meet the November 1, 2020 reporting requirement.